


2011

## Editor's Note

Tapestry Staff

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### Recommended Citation

Staff, Tapestry (2011) "Editor's Note," *TAPESTRY*: Vol. 3 : Iss. 1 , Article 1.

Available at: <https://stars.library.ucf.edu/tapestry/vol3/iss1/1>

## Editors' Note

We are pleased to release the third online issue of *Tapestry: An International Multidisciplinary Journal on English Language Learner Education*. This issue features three articles, which examine timely and important issues pertaining to the education of the ever-growing English learner population in PreK-12 classrooms in the United States. This issue also includes a review of a newly published book addressing differentiation of instruction for English learners in the general education classroom.

Starting with this new issue of *Tapestry*, we have added a new blog feature to the journal, which will provide a unique opportunity for our readers to play an active role in the journal. We encourage all readers to take advantage of the blog feature to contribute comments, suggestions, perspectives, success stories, or controversies related to the education of English learners in classrooms around the world. Information on how to contribute a blog entry can be found within the submissions tab.

In the lead article, entitled "*Teaching Inclusivity: Preservice Teachers' Perceptions of their Knowledge, Skills and Attitudes toward Working with English Language Learners in Mainstream Classrooms*," **Philip C. Smith** reports the findings of a study in which he examined changes in teacher candidates' perceptions of their ESOL knowledge and skills, as well as their attitudes toward teaching English Learners in mainstream classrooms. The findings indicate that while teacher candidates' reported significant growth in their knowledge and skills learned during the course of a semester, their attitude toward teaching English learners in the mainstream classroom did not.

In their article, "*In English You Read with a Stopwatch: A Journey towards Biliteracy in Two Older Adopted Salvadoran Children*," **Mary Petrón** and **Barbara Greybeck** documented the instructional practices in one southern U.S. school and the social environments that contributed to or hindered the bilingual and biliteracy development of two adopted 9-year old Salvadoran siblings. The findings underscore the importance of taking into account the linguistic and cultural backgrounds when addressing their language, literacy, and academic learning needs in the mainstream classroom.

In their article "*Enhancing Reading Proficiency in English Language Learners (ELLs): The Importance of Knowing Your ELL in Mainstream Classrooms*," **Martha Castañeda**, **Eva Rodríguez-González**, and **Melissa Schulz** describe how knowledge of students' home culture and language can help teachers adjust instruction in ways that permit students to engage more actively in language, literacy, and content learning tasks. They offer recommendations for organizing instruction around students' individual needs, and share sample surveys for gathering information about students' home, language, and educational backgrounds.

**Melanie C. González** provided a review of the newly published book "*Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers*," by Shelley Fairbairn and Stephanie Jones-Vo (Calson Publishers). Melanie's review

should be of interest to teachers, teacher educators, and/or professional developers who work with English learners in the mainstream classroom.

We invite readers to explore the articles in this issue and to participate in our continuing dialogue about the education of English learners through the journal blog feature.

We also invite our readers to stay tuned for our upcoming winter issue of the journal, which focuses on infusing ESOL issues across the teacher preparation curriculum.